

Childhood Education

Building Strength for Living

**Understanding
What We Face**

SEPTEMBER 1951

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274

For Those
Concerned
with Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

Next Month—

"Schools Contribute to Strength for Living" is October's theme. E. T. McSwain's editorial challenges the schools for faith, vision, and leadership. How to analyze and evaluate criticism of public schools is brought to us by Richard Kennan.

The strength of the schools comes from many sources. Reports are made by representatives from such groups as publishing and supply companies; radio, television, press and movie; business and industry; and labor.

Roy Larsen reports action of the National Citizens Commission for the Public Schools. Results of the work of PTA groups are given, and specific examples of communities working to strengthen the schools comes from New York and California.

News and reviews bring information on happenings and materials.



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Childhood Education

CONTENTS FOR SEPTEMBER 1951

Volume 28

Number 1

EDITORIAL

BUILDING STRENGTH FOR LIVING *Constance Carr* 3

FEATURE ARTICLES

A TIME OF CRISIS—DANGER WITH OPPORTUNITY
Edited by Alice Miel 5

—Statements by *Ralph J. Bunche; Children at South School, Glencoe, Illinois; Jean M. Deutsche; Jean Hansen; Harold Van Dorn*

SIGNS OF STRAIN IN SCHOOL AND COMMUNITY
Mildred Peters 9

HELPING CHILDREN FACE A CRITICAL PERIOD
LaVerne Strong 12

THE TEACHER AND THE MODERN WORLD *John R. Seeley* 17

THIS IS OUR BATTLEFIELD *Constance Carr* 22

ONE WAY TO BEAT THE TEACHER SHORTAGE
Peter Becker, Jr. 26

OUR CHALLENGE *Helen Ann Bertermann* 31

PLAN OF ACTION FOR CHILDREN—1951-1953 31

1952 ACEI STUDY CONFERENCE 34

NEWS AND REVIEWS

NEWS HERE AND THERE *Mary E. Leeper* 35

BOOKS FOR CHILDREN *Leland B. Jacobs* 38

BOOKS FOR TEACHERS
Winifred E. Bain and Marie T. Cotter 40

BULLETINS AND PAMPHLETS *May I. Young* 44

FILMS SEEN AND LIKED *ACEI Film Review Centers* 46

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Children are our strength.

Courtesy, Falk Elementary School, University of Pittsburgh

Building Strength for Living

BOYS WHO SAT IN THIRD GRADE CLASSROOMS TEN YEARS AGO ARE ON the battlefield today! Some of our girls are already in homes of their own, bringing children into a world of separated families. These children were busy growing up in troubled times.

During the last ten years we have moved from one crisis to the next—too often our range of vision took us no farther than through the current crisis. We have often paid dearly for our short sightedness. Did we help those children, who are now young adults, to discover the inner resources which are potential in each human being? Do they have the inner security with which to face the unpredictable situations of day-to-day living in 1951-1952 and the years ahead?

Now we must take a long look ahead and recognize that the generation of children with whom we are working today cannot be assured of a future any more certain than that which faced the children of ten years ago.

Uncertainty is in the future—even with the cessation of hostilities we know there are many problems to be resolved. The problems in the orient, alone, will involve years of working out basic stresses and strains. Europe has a long way to go to recuperate from war torn years and living on the brink of disaster. Material possessions for homes and ease of living may be definitely retarded until living standards in the world begin to rise to meet our own.

The first thing we must do is to recognize our problems and then we will know better where to start. Identifying problems is not easy! We have three great areas to consider in our action with children.

First, we must list the problems arising out of present conditions. As yet the children in our schools are not being asked to participate in the many drives that were a part of the Second World War—gathering scrap paper, scrap metal, buying bonds and saving stamps. Teachers are being asked to take First Aid refresher courses. But as each request comes it means important decisions must be made relative to the living and learning situations with children.

We have problems of mobility of school populations as children go with parents to army camps and war industries. We know the heartbreak and emotional upsets from broken and separated families. We know the need for care of children beyond the usual hours of the school day—what happens to children whose parents leave home long before school and return long after school? What about the care of the pre-school child?

Next, we must consider the ongoing needs of children—the tools for living that our schools have always been expected to provide. This will include the three R's geared to living in a faster moving world. We must continue to see that the curriculum meets the real needs of children in their total life pattern.

The *third* great area is whether we are achieving the more intangible

results which we feel children must have to live with inner security and faith in the uncertain future. How do we develop faith in mankind? What are the values and responsibilities inherent in our belief of freedom?

As we look at these three great areas we realize that they really cannot be considered separately—there is much to do before an optimum balance can be reached. We need to see the whole picture and we need to take the long range view and then we must make wise decisions.

Adults working with children are faced with personal problems and insecurities. Shall we give up to fear, or shall we pretend it will be different in six months or a year?

William Faulkner said, when he received the Nobel Prize for Literature:

"(WE) must learn again that the basest of all things is to be afraid. Man will not merely endure. He will prevail. He is immortal because he alone among creatures has a spirit capable of comparison, sacrifice and endurance."

The task is not easy and standing alone we falter before its magnitude. But we are not alone, we have each other—a great group of people who believe that children are our hope in the future. We will share our problems and our thinking and from it build strength for living.

WE HOPE THAT THIS YEAR'S ISSUES OF CHILDHOOD EDUCATION WILL help us take a long range view of the future. In making our plans, we have taken into consideration not only the problems of children, but of adults working with children.

This issue will be devoted to understanding what we face. It means taking a look at the modern world and seeing its toll of stresses and strains. It means looking at the community in which we are working and seeing how it fits into the picture.

In October we will look at the specific way the school can contribute to strength for living. We need to recognize the groups beyond the school and the contributions they make to it. We will also need to know how we can evaluate the activities of these groups.

For November, December, and January we are trying to get at the fundamental problems by having one issue devoted to clarifying beliefs and values, another on building trust in ourselves, and the third on dealing with fears and tensions which hinder and confuse our efforts.

During February, March, and April we want to look at the procedures for working on the fundamental problems—working together in schools, working with community agencies, and using what other specialists are learning about children.

Our May issue calls for action on the fundamental problems with the theme "Mobilizing for Peace."—C. C.

A TIME OF CRISIS

Danger with Opportunity

To help the educators of children to understand the present danger and the opportunity it carries with it, CHILDHOOD EDUCATION has asked a number of people, representing different observation points, to give their view of what the present crisis is. A statesman, a group of ten-year-old children, a parent, a teacher, a psychologist, and historian responded. The statesman is Ralph J. Bunche, director, Department of Trusteeship of the United Nations and recipient of the 1950 Nobel Peace Prize. A group of ten year olds from South School, Glencoe, Illinois, shared their ideas and a committee made a summary of individual children's contributions. Mrs. Jean M. Deutche, mother of two school age children in Minneapolis, Minnesota, speaks as a parent. Miss Jean Hansen, primary teacher in Tucson, Arizona, is the classroom teacher. Faith Smitter, consultant in rural-community education, Department of Education, Sacramento, California, speaks as a psychologist. The historian is represented by Harold Van Dorn, head, Political Science Department, Kent State College, Kent, Ohio. The views are edited by Alice Miel, associate professor of education, Teachers College, Columbia University. Miss Miel is going to Japan until April 1 to work with workshop groups in two universities and help in the training of elementary consultants.

THE PEOPLE OF THE WORLD ARE troubled. Feelings range from a state of anxiety over a future dimly seen and vaguely dreaded to a clean sense of danger from a struggle between well-defined forces. People know that millions of the world's population live in misery. They know that there are strongly competing ideas for the best kind of political and economic organization to reduce that misery. They know that, until these problems are on the way to peaceful solution, their youth seem destined for military service in no one knows what part of the earth.

The people of the world are also realistic and hopeful. For perhaps the first time in history it is rather well understood that things are not going to right themselves while people look the other way. More than that they know that there is an abundance of goodwill,

intelligence, and experience at hand in all parts of the globe that could be harnessed to meet whatever impends. They know that cooperation on a gigantic scale can and must be learned if all people everywhere are to enjoy life, liberty, and the pursuit of happiness.

Some call such a period as the present a time of crisis, a word for which the Chinese use two characters, *danger* and *opportunity*. Whether the current danger will be used as an opportunity to create conditions so that all the millions on this earth may live free, useful and satisfying lives depends partly upon those in the world who work for and with children. These individuals cannot do their share in helping children and adults to use their opportunity wisely unless they themselves understand some of the factors and forces shaping the future.

The statesman and the children put

their emphasis on a way of working together in the world to meet the crisis. The parent, the teacher, and the psychologist stress the qualities people will need to face the future.

The historian helps us gain perspective on the crisis by seeing it as part of a continuing problem and gives us new confidence in the role of education.

A Statesman Says—

To the common man, the state of world affairs is baffling. All nations and peoples claim to be for peace. But never has peace been more continuously in jeopardy.

In these critical times it is not easy to speak of peace with either conviction or reassurance. True it is that statesmen the world over, exalting lofty concepts and noble ideals, pay homage to peace and freedom in a perpetual torrent of eloquent phrases. But the statesmen also speak darkly of the lurking threat of war; and the preparations for war even intensify, while strife flares or threatens in many localities.

The words used by statesmen in our day no longer have a common meaning. Perhaps they never had. Freedom, democracy, human rights, international morality, peace itself, mean different things to different men. Words, in a constant flow of propaganda—itsself an instrument of war—are employed to confuse, mislead, and debase the common man. Democracy is prostituted to dignify enslavement; freedom and equality are held good for some men but withheld from others by and in allegedly “democratic” societies; in “free” societies, so-called, individual human rights are severely denied; aggressive adventures are launched under the guise of “liberation.” Truth and morality are subverted by propaganda, on the cynical assumption that truth is whatever propa-

ganda can induce people to believe. Truth and morality, therefore, become gravely weakened as defenses against injustice and war.

If today we speak of peace, we also speak of the United Nations, for in this era, peace and the United Nations have become inseparable. There can be peace and a better life for all men. Given adequate authority and support, the United Nations can ensure this. The decision really rests with the peoples of the world. If the peoples of the world are strong in their resolve, and if they speak through the United Nations, they need never be confronted with the tragic alternatives of war or dishonorable appeasement, death or enslavement. If war should come, it will be only because the United Nations has failed. But the United Nations need not fail. Surely, every man of reason must work and pray to the end that it will not fail.—RALPH J. BUNCHE.

The Ten-Year-Old's Sag—

The world crisis is more than the war in Korea or communism. People must learn to be friends and work together. A crisis that can happen is the use of the atom bomb. War is caused by greediness. Too many people want everything for themselves. We have a group of countries called the United Nations. If they all worked together we would not have to have war. We need capable leaders. We should vote for leaders who think and can get along with others. In the world today we must fight disease, crime, pests, erosion, ignorance, laziness, intolerance, and hate. We should work together no matter what race or religion you are. We must *prove* we are working for a world where all men are free and equal.—*Summary of paragraphs from FOURTH and FIFTH GRADERS, SOUTH SCHOOL, GLENCOE, ILLINOIS.*

A Mother Says—

"Faith in the future" seems to be the urgent need of our children. We have watched sadly the discouraged resignation of youth who long for technical, professional or "merely" cultural education—but face life in an army as an enforced alternative. "Why study? Why try? What difference will it make?" They have plans, hopes, aspirations but it seems useless to even try, for the uncertainties of war—of our economic and political situations—seem to make any hope of fulfillment only a futile hope. We parents know something of their despair. We save and plan, and find that we cannot carry out our plans. It seems impossible to protect our financial future adequately—so we decide to enjoy today. If our applecart becomes upset we rebel—or have a nervous breakdown.

As parents we have somehow missed an important distinction. We cannot reassure our children (or ourselves) as to a specific future, but somehow we must make them feel that no matter what specifics lie ahead, each individual has a real future—to make of it what he will.

Faith in a future requires a real sense of values—a spiritual sense. Children need to learn that just doing a good job is more important than what job they do; that the spirit within a home is greater than the house, its beauty or conveniences; that personal integrity is stronger than political power; that generosity outweighs a bank account in bringing pleasure; that friendship and love are more satisfying than social or economic position; and that faith in a power greater than themselves makes any situation tolerable. We have by our example and precept put emphasis upon material and objective goals which we cannot promise will be found in our children's future. We must help them

to value the intangible ends which come automatically with a life well-lived.—
JEAN M. DEUTSCHE.

A Teacher Says—

The following needs of our time have assumed increasing importance in my own sphere of activity.

Each of us needs a strong sense of personal integrity and worth coupled with a keen sense of responsibility to self, neighbor, and society.

Our solutions to everyday problems would be more satisfactory and our opinions on national problems would be more valid if we were able to consider their component parts in the proper relationship to one another—the proper perspective as it were. Mature thinking, a sense of humor, and high ethical standards are necessary to a well-balanced point of view. The person who can place ideas and events in the proper relationship to one another will be less disturbed by the minor problems and should be able to attack more successfully the more important problems.—JEAN HANSEN.

A Psychologist Says—

Joe's final reports precipitated a crisis in his life. Joe was sixteen and in the tenth grade. As he left the school building, he looked for the third time at the two failure slips and the two "C" reports which he held in his hand. He knew that his father would be disappointed. Joe's father wanted him to go on through junior college. "You can do it, son," his father had said. "You have the stuff. Just work a little harder, that's all." He had tried as hard as he knew but geometry did not make sense; neither did English. Topic sentences, participles, Julius Caesar—what was it all about? His teachers had said, "You can do it if you just try." Could he? He did not know. The counselor had said, "College

preparatory is too much for you, Joe. Why don't you go into our trade school program?" The man at the corner service station had said that he could have a job changing tires if he came down this week. Good pay he promised and a good opportunity for promotion.

Joe had to make a decision that might change the whole course of his life. He had never thought about failing before. He had considered himself a competent fellow, able to make his own choices and do what he wanted to do. He had always thought that going through high school was necessary and desirable but now he wasn't sure. He wasn't sure of himself either. Was his father right? or his counselor? or the man at the service station? How could he make a decision that would be the best for him when the people whom he trusted disagreed and he had lost faith in himself and in things that he had always depended upon.

A crisis is a time for decision, a time when one choice or another may change the course of human affairs. It is a time when panic overtakes us unless convictions are firm, facts are available, confidence in leaders and ourselves is unshaken, and our values point a clear direction.—FAITH SMITTER.

A Historian Says—

The term crisis may have different connotations to different people. If by crisis we mean a serious situation, there is no question that we are at present confronted with a crisis. If, on the other hand, a crisis implies some totally new threatening calamity, we should perhaps apply the word with caution to the present situation. When we examine the issues which confront us—a cold war in Europe, a hot war in Asia, an ideological war throughout the world—we are tempted to jump to the conclusion that this is a totally new situation in world

affairs and therefore deserving of the term crisis. Yet looking at our present problems in historical perspective, we realize that there have always been hot wars and cold wars and that behind both types of conflict there was deeper and more significant conflict of ideas.

The march of democracy has been a slow process and only by constant struggle and effort on the part of those with vision and determination has the right of people to control their own destiny become an accepted doctrine in the western world. The battles that are being fought now are probably no more bitter or devastating than those which were fought to end slavery, to overthrow the concept of the divine right of kings, and to win for the dispossessed a right to a voice in the affairs of state. The present conflict is simply an extension of the struggle of the masses of people everywhere to assert the rights and dignity of the individual, and to implement the desire of all men to be free from the domination of self-appointed leaders who claim the right to rule them. In this struggle, as always, education is the most potent factor.

As members of a profession entrusted with the training of youth there rests on teachers a special obligation to implement the ideas embodied in democratic philosophy by classroom practices which are consonant with the fundamental tenets of democracy. These may be simply stated (though they are not always easy to apply) as respect for the individual and for the group, and responsibility of the individual and of the group.

If these concepts become an integral part of our thinking and our living in the school they will permeate our whole social fabric and enable us to meet the challenge of the present and of the future.—HAROLD VAN DORN.

Signs of Strain in School and Community

Important problems, long recognized by school and youth authorities, are cited as symptoms of tensions and strains in school and community. Miss Peters, associate professor of education in guidance and counseling, Wayne University, and practicing child therapist, suggests using some of the problem-causing factors for positive action.

TO DETERMINE SIGNS OF STRAIN IN ANY area it would be necessary to define what one means by strain. To strain means to stretch, to make taut, to extend to the breaking point, to exert painful pressure. From a psychological viewpoint it would imply a frustration of needs and the action that results from that frustration.

Research in individual and group psychology has shown that when emotional tension rises the result is action without intellectual study of the possible consequences of the action. When the tensions are strong the goal is one of immediate relief without the extended study of the ways in which relief may be gained. The degree of immediate action is relative to the frustration felt. Unfortunately, the action area is not always related to the tension area because it is not always possible for individuals to consciously recognize the source of tension. However, there are times when tension in one area may result in some positive substitute action in another unrelated realm. With this in mind let us turn to the listing of some observations that may be data to show that strain is present.

Recognized Problems Are Evidence of Strain

Some phenomena are easily identified within the school itself as well as in the community related to the school, al-

though many may say "It's always been like that." It would seem especially significant that no major change has taken place in these areas in spite of our present research knowledge.

The failure rate of children in academic work still remains high. An examination of numbers would show that the majority of failures occur in the first two grades and again in the eighth and ninth years of school. Put this together with the fact that the majority of failures are boys and one is forced to ask what kinds of strain are created at these two significant developmental periods and especially in relation to boys.

The drop-out rate in high schools throughout the country is still an alarming figure in spite of studies that have been made. Here again the majority are boys. In part, the figure has increased with the insecurity in relation to the future. "Will I enter service or not?" This is not the entire cause, for figures show that the drop-outs at sixteen and seventeen years of age are still the highest. The trend recently has been toward quite an increase in drop-outs in the senior year, oftentimes in the last semester before graduation.

That students are no longer interested in school, that they do not care to assume responsibility are common complaints of teachers. These complaints are not from teachers who are bitter, hostile individuals, but seem increasingly to come

from teachers genuinely interested in their work and children. That these attitudes were the result of "misinterpretation of depth psychology" was the interpretation given in a recent discussion involving many members of the psychiatric profession. By this they meant a withdrawal of some parents and teachers from the adult role needed to aid young people in moving toward self-discipline. Fear that children will dub them "old-fashioned" or "mean" has caused many adults to withdraw from supervision of activities of boys and girls. This must be the result of something other than misteaching of present day psychology. Such an interpretation of the learnings could be made only if the adults themselves were experiencing an undo amount of pressure.

The alarming degree of teacher turnover and loss of capable young men and women from the profession is of concern to all in schools. Why are teachers changing jobs so often? Why do so many young people train for the profession but refuse to enter it? Does the tension lie in schools or in society?

Recent attacks have been made on public school systems when they have tried to adapt programs to the changing times. The defeat of bond issues and refusal of requests for increased millage for schools is a part of these startling attacks. It is not necessary to elaborate this point further because there has been much publicity on the subject.

The increase in juvenile delinquency and especially the present exposure of the "dope racket" in relation to young people has been shocking to most of us. Following World War I young people moved in the direction of alcoholic indulgence but it is not enough to say that this phenomenon is one that always follows a war. What tensions are present that bring this result?

The continuation of inequalities in educational opportunity should be of concern to all educators. What kinds of personal and group frustrations are being turned to the "scape-goating" in society?

The increasing case load in psychiatric clinics and child guidance centers has been to some degree the result of improved knowledge in the nature of emotional illness. However, work with individuals attending these clinics has not shown that the case-load increase was due to enlightenment alone but rather that people were finding their own and their children's tension unbearable.

Although the eight points given are actually a small part of the many evidences of tension, they are all areas for serious consideration. The broad identification of them is reflected in the experience of the writer in treatment work with children, workshops with parents and teachers, and in college classes. Almost without exception, the children referred for treatment expressed strong biases founded on the displacement of feelings of tensions from other areas. More and more, parents and teachers are referring students because "we can't do anything with them." As a result, some of the parents are blaming the schools for "lack of discipline." To a greater degree than the ordinary developmental revolt, many adolescents express their disgust with the adult population.

What is Behind These Problems?

Assuming that many of the eight areas listed are the result of action to relieve frustration, it is necessary to analyze this concept further to understand its meaning. The teacher retains children who can't come up to the academic standard; young people drop out of school because of dissatisfaction—the source of which they do not always know; young

people are indulging in a glorious orgy because of parental and teacher "fears of interfering;" capable young men and women are sidestepping the teaching profession or changing from job to job after they start; adult groups are working out group hostilities on the schools; adolescents are seeking an escape in drugs and other types of delinquency; group hatreds are being expressed through educational means; parents and teachers are begging to be relieved of their problems by the clinics. What is behind these various actions? Where can professional people take hold of the problem?

An individual requires a reasonable degree of frustration to act at all. In other words, he moves toward certain action normally to satisfy some felt needs. When the degree is not so intense he moves with some considered deliberation. He is able to study his problem. This implies that he has conscious awareness of himself. The recognition of self implies that he sees himself separate from and yet related to other beings. He recognizes his own need for others and theirs for him. What happens then when the frustration or tension becomes excessive? He may view society as a threat to his equilibrium and revolt against it. He can escape into mental illness or delinquency. He can escape in aimless wandering from one responsibility to another. Society considers all of these reactions pathological.

Group Identification Relieves Tension

When threatened with his loss of self, with the loss of his own identity as a unique individual who becomes unique only in relation to and in interaction with

society, he can then attempt to recover himself in another way. When he can't bear the internal pressures he may identify himself with others in the same dilemma and turn to group activity for relief of his feeling. For example, the teacher who feels threatened because some of the children do not learn as quickly as others can save face among colleagues by retaining those children. After a while it becomes "policy" in the group. Another group experiencing tensions may feel threatened by the reality of the social scene and then turn to a unified group attacking the schools. It is the old "saw" of doing as the group does but psychologically implying, (a) a need for others to reinforce one's position, (b) relief from guilt when many are doing the same thing, and (c) action to vent one's aggression that is the result of the frustration.

It is not enough to identify some of the evidences of tension. Whether the tensions have been present for a long time or are new, whether they appear in new forms of action or continue as of old—this is the time to use all the related learnings in order to solve the problem. All professional groups need to study tensions in their early stages of development. Early diagnosis rather than "locking the barn after the horse is stolen" is of utmost importance. The need for identification of self must be recognized and utilized. The psychology of group action to use group identification can be used as a means of reinforcing the "self" in a positive way. Capitalize on group psychology to establish group codes, group deliberation of cause and effect, and group action for altruism.

LITTLE PROGRESS CAN BE MADE BY MERELY ATTEMPTING TO REPRESS what is evil. Our great hope lies in developing what is good.—CALVIN COOLIDGE.

Helping Children Face A Critical Period

What is "critical" to a child? What are the symptoms of fear and strain? What can we do? Some of the preparations of the world in a critical period may produce tensions in children and adults. Practical suggestions for meeting such preparation are developed by LaVerne Strong, curriculum director, State Department of Education, Hartford, Connecticut.

SEVERAL ILLUSTRATIONS TAKEN FROM different classrooms help to point out how individuals and groups are meeting these critical times.

● Jimmy said, "I took a jet plane and got in it and saw two big atomic bombs. I ducked 'em in some saddlesacks and took them to the airplane I was going to drive."

Jimmy is a small boy in kindergarten. He was not really worried about jet planes and the atom bomb. He lives on a large farm in a rural community. As this child's vocabulary grows and as he matures and words and ideas have more meaning, he and many children like him will need help from clear thinking adults who are honestly trying to face the critical conditions of this world. At present the most I, as his teacher, can do, is to quietly observe, and give these children as much chance as possible to *express themselves*. In this way I can detect what stresses and strains develop because of the world they are growing up in.

● Stephen's story is very different. Stephen and his brother are living in the country with a nurse. His father is in the army and his mother is working in the city. The children are in the country to escape atomic bomb attacks. Stephen, at the age of barely six, sees his mother

only on weekends and his father occasionally. The mother's anxiety has made her uproot her children in the middle of the school year and they can scarcely avoid being affected by her tensions and fears.

Stephen is a high-powered, bright boy, very impetuous and very impatient by nature. When he came to our kindergarten, in spite of a good mind and a good vocabulary, his hands and fists were his way of getting what he wanted and his way of expressing his displeasure. Because he is having a personal experience with separation and tension due to the war, he and I have been able to talk about war as something that does make people unhappy and that talking over, asking for, and deciding things without fighting, is a happier and better way of solving problems. Somewhat to my surprise, this boy seems to understand that it is better to use words than force, and he is trying hard to control his fists. Do you know, I believe Stephen has a sense of making some contribution toward peace. No, naturally he could not articulate this, but he seems to feel that he too, is helping to make the world a better place.

● *Can third and fourth grade children understand atomic energy?* My children had only one word in their vocabulary with which to associate the word atomic and that word was "bomb." "Atomic bomb! Bingo, everything, everybody dead! Everything gone!" Could these children understand atomic energy and see the bomb in a wider constructive frame of total reference to atomic energy?

We could try. In my preparation for them I had to eliminate many details and choose certain facts. We talked of mole-

cules as the smallest units of substance and went on to learn that molecules contained atoms. We discussed uranium and located on maps the known fields. We learned of furnaces called piles or reactors. We talked of obtaining energy by smashing the atom. Too much detail would not do at our grade level but the children did realize that this exciting process took place in the pile or reactor. We spent some time then on the peace-time potentialities of atomic energy. We discussed its use in the field of medicine, tried to make sure that the children did not get the impression of a miraculous "cure-all." We discussed the use of atomic energy in the fields of industry and agriculture. We compiled large individual booklets and had quite an extensive bulletin board display.

When our civil defense leader came to call and explain how to care for ourselves in case of an atomic attack, we found ourselves quite familiar with the word "atomic" and I found that not one of the children was upset or fearful.

● *Each year my fourth grade class studies the Chinese farmer of the Yangtze Plain. This year, with China in the news, we tried to gain a broader view of the life of the people by looking up bits of early history, population figures, ancestor worship, and standards and ways of living.*

After discovering that there are 135 people per square mile in China, most of whom have less than our poor, almost every child could understand how an "ism" could gain strength. Perhaps in a small way this will help the children to realize that people living under these conditions will accept a type of government which offers a seeming surcease to their problems.

Nine- and ten-year-olds can begin to understand UNESCO and the UN pledge

to help such people better their world. If our children can understand and learn to know our stake and our role in the UN, they are being prepared to help build a better world. World understanding begins with our children.

Living Under Stress and Strain

To face; to know; to understand; so psychiatrists tell us is the only way to combat eroding fears and achieve sustaining security. In this prolonged critical period adults are engaged in a personal struggle to maintain emotional balance and perspective. Our children reflect and are affected by the emotional climate in which they live. We must plan to help children and youth to face, to know, and to understand.

The seventeen-year-old now fighting in Korea was in the third grade—and eight-years old—at the time of Pearl Harbor. Increase in juvenile delinquency, youth hoodlum gangs, use of narcotics by teen-agers, alarming high school drop-outs—all give evidence to the stresses and strains to which our children and youth have been and are still being subjected.

We have had our warning. What of the children of today? Are we wise enough to plan for them, work with them, live with them so that they will achieve an ever-increasing maturity that will be adequate to meet problems constructively?

Emotional Aspects

Any school organization that provides for the physical safety of students and takes no cognizance of their emotional needs is inadequate. Helping students to prepare for and to meet conditions of danger with as little emotional damage as possible is a major aspect of a good program of action in an emergency.

There is no point in fighting for a free

world if our classrooms and schools fail to practice democratic ways and to serve as miniature free worlds. As a professional group we need to read about the experiences of students who were riddled by fear in the last war. What did their teachers, parents, social workers, and others do to give students a measure of security? Were democratic ways employed or was it simply *obey*? To allay fear we need a common sense understanding on the part of all, teachers and students, as to how we may provide and stimulate free will and initiative, based upon adequate information, but at the same time recognize the responsibility and necessity for implicit obedience when that is a paramount need.

We, the adults, are the examples. Perhaps, in order to really protect students from both panic and physical harm, we adults need to ask *ourselves* some questions basic to our willingness and adequacy in doing the job:

Do I and every student really feel that each human being is worthy of respect?

Do I show such respect and encourage students to do so, every moment of the day?

Do I follow up symptoms of fear which I hear and see in my students?

Do I know enough about child growth and development to catch the various kinds of clues to fear and insecurity?

Do I work with adults with the same understanding as I give the students and their problems?

Do I provide plenty of opportunities for students to understand what a free life means?

Do I give them opportunity to live in a democratically organized classroom?

Do I help them to *see the value* of absolute obedience when that is needed?

Do I provide opportunities for them to gather correct information, to participate in discussion, and to act upon de-

cisions made in this fashion? To accept responsibility for the consequences of decision and action?

Do I help them to face the world when things go wrong? Providing spiritual and moral stamina and thus, a measure of security, is the biggest part of my job as a teacher or as a parent.

Do I help others and the whole community to understand what I am trying to do and *why* I am doing it?

School and Civil Defense Programs

Of the major problems—the loss of father from the home by going into service, increased cost of living, housing shortages with its attendant difficulties, and fear of atomic attack—the latter is a problem which the school not only can, but must attack directly and immediately. Individual orientation to the Civil Defense Program should become a part of daily classroom instruction, plus a whole school preparation program.

It is wise to remember that in order to allay fear, this instruction should aim toward the creation of security which comes from an unemotional, thoroughly informed readiness. It might well be tackled in the same fashion in which we prepare for fire—through discussion and practice of fire drills. The fear becomes lessened as we obtain adequate information, realize the serious need for individual responsibility, and know that we are prepared for action.

Preparation of School Staff

Immediate steps toward protective action should be taken in every school system. These involve:

Building staff attitudes about the seriousness and scope of the survival and protection problems. In other words, a readiness to understand and do the job of protection.

Training all teachers and other staff members in fundamental knowledge and needed action.

In turn, training all students to understand and be ready for action.

Always Keep in Mind

All teachers, all children, all adults must be carefully trained in protective measures.

Protective measures must be planned in advance as a routine matter and then practiced regularly.

It is important that people in "non-target" areas as well as those in "target" areas receive appropriate instruction.

You need basic information—a primer of knowledge and action. *Survival Under Atomic Attack* is the official handbook of the United States government.

Keep your handbook always in plain view for constant referral and use.

Establish an atmosphere of confidence and security in yourself as a person. This makes for effective leadership with students or any one else.

Remember the protection of *boys* and *girls* is your responsibility.

Work within a coordinated professional group, guided by local civil defense programs.

Be sure all of you know the *same* "what, where, how, why" of action which is needed for protection.

Look to your science instructors, school nurses and physicians, local civil defense director, and others for advanced, specific help on problems.

Keep constantly on the alert for new resources which will aid the instruction related to defense.

Because preparation is made for an atomic attack, it does not necessarily mean that one will occur.

Provision must be made for relieving the strain of prolonged attention in the event of an extensive drill or actual raid.

Above all seek to keep students from panic and fear caused by lack of information, too little practice in protection, uncertainty of action, rumors, and an inability to follow directions.

Problems and Activities

This area lends itself at both the elementary and secondary levels to the effective use of realistic problems and activities. The use of such techniques ought to be encouraged and student-teacher planning should be emphasized. The suggested problems and activities should be adapted to the understanding



Caring for physical and emotional needs.

Courtesy, Philadelphia Public Schools

and the language suitable for the various age levels. Realistic problems for discussion ought to be presented continually.

At the elementary level it is extremely important that teachers establish security and lack of fear in the students as far as possible. Abstract and long-winded discussion, emphasis upon the horrors and frightening aspects, and *too much scientific information* should have relatively small space in the program.

On the other hand, catching snatches of rumors and adult discussions from homes may provide the teacher with clues which she will use in correcting students' reactions.

Elementary students will need more *frequent review* of basic information, done in language to suit the age level.

More frequent drills will be needed at the elementary level so that they become as ordinary, easily managed, and clearly understood as fire drills.

Suggestions

Survey and know the entire building. Know the safest evacuation centers.

Discuss the responsibilities of each and every person (school, home, and community personnel) in facing common dangers. There is a basic security in being part of a group.

Use many illustrations of how following directions paid off in safety.

Relate defense safety to the everyday measures we take in meeting highway, school bus, home accident, playground, fire, and health problems.

At upper grade levels, first aid training might be emphasized. Let Boy and Girl Scouts put on classroom and assembly programs often. Their practical training will find good usage. At the secondary level, first aid teams might be trained.

Keep a current defense bulletin going

in every classroom and corridor. Highlight the constant use of the six basic secrets for survival. **KNOW THEM BY HEART.** Pages 16 and 17 of the handbook may be reproduced on a large scale for constant use everywhere in the school plant. (Don't forget the janitor's quarters.)

Run a general safety check-up often to get rid of common hazards which might block good defense measures—a good project for the Safety Council and the General Student Council.

Help students to understand the value of being able to take their minds off the immediate danger during an attack. "What could we (or I) do to make time go by in an air raid shelter or an evacuation spot?"

Questions will arise from students, and others should be raised by the teacher, such as:

What should we do if we see a sudden dazzling light without warning?

Where will we go and how will we act if we are on the school bus when attacked?

What action will we take if we are in an open field on the way home?

Where is the safest place in my house?

How can we tell if it is safe to drink, eat or even be out in the open after an attack?

This program should not be considered or developed as an isolated segment of the curriculum. The alert teacher will see rich opportunities to develop good English and art activities. As other curriculum areas can contribute they too should be employed.

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By JOHN R. SEELEY

THE TEACHER AND THE MODERN WORLD

Increasing demands made on teachers make it necessary to bound and define our field. To do this we must understand the relation of school to society and the nature of the society in which we live. This challenging and thought provoking article is one you will want to read carefully. Mr. Seeley is a clinical teacher, Department of Psychiatry, and associate professor, Department of Political Economy, in the University of Toronto, Toronto, Canada.

THE EASIEST ANSWER TO THE QUESTION as to what the teacher should know about the modern world is "Everything." From the growing flood of literature addressed to teachers, the minimum requirements for even moderately acceptable performance must include the possession of an encyclopedia of information, a constellation of attitudes that would make any of the great heroes of history blush for shame, a supply of energy that makes the word "boundless" seem limiting, and a series of skills that would require a number of lives for their acquisition. Examination of a year's supply of "educational literature," summation of the "offerings" of normal schools and educational colleges will bear out my contention that what is required is at least omniscience, omnicompetence, and all-goodness.

Many will feel that this literature represents "only ideals," and the implication is that it is not to be taken seriously. From the viewpoint of the harassed teacher, this may be the best way to deal with the demand. Some are able to have the best of both worlds: they are able to listen to the flow of exhortation and demand and to return, in some curious way refreshed and renewed, to the practice of what they were previously doing. But for others, more permeable, less well defended, the demands, once accepted become a source

of chronic guilt and anxiety when they are compared with the teacher's actual performance—or any credible human performance. From the viewpoint of the pupil's welfare, either of the teacher's solutions has unhappy consequences: an unhappy, anxious, guilt-ridden teacher cannot educate; and one who is forced to treat ideals as "only ideals" is unfit to do so.

It would be interesting to inquire why so many people feel that the teacher is a fitting recipient for the increasing and perennial demands. The reason may not be far to seek. It has probably a great deal to do with the marginal character of teaching as a profession. Until recently, teaching tended to be a refuge for those who could not *do*, and for those who were *hoping* to improve their social status rather than for those who had done so. Now it verges on becoming a full-fledged "profession" complete with monopolies of the market, a specialized language, and formidable array of hierarchical arrangements. In this in-between or marginal state its defenselessness is manifest—it is an easy mark.

Not least among the makers of demands on teachers are teachers themselves—those who make demands on themselves (and hence make it tough for those who don't) and teachers who make demands on one another. This is an aspect of the process of professional-

ization. That it had to take place before a profession could emerge is obvious from the history of other professions. My contention is not that it should not have occurred, but rather that it is time to consider whether we really need to continue hitting ourselves over the head in this fashion. We are no longer "stimulating" or "challenging" one another; we are merely beating one another about. And we no longer need to go through these performances to impress the spectators; they are already sufficiently impressed.

I think that the time has come to bound and define our field, to exclude what is irrelevant, to refuse what is impossible, to come to terms with what we have chosen to do, and to cause other parties affected to come to terms with our definition insofar as it lies in our power to do so. It is only after we have bounded and defined our field that we can talk sensibly about what we need to *know* in order to operate in it. Before we can bound or define that field, something must be said of the relation of school to society and then of the nature of the society in which we live.

Education's Opportunity in Society

The mandate of education is a function of the society in which it takes place, in other words "the school cannot move ahead of its community." This seems to have the same unanswerable wisdom as the statement that men cannot lift themselves by their own bootstraps. It has the same wisdom—and the same unutterable folly. There is nothing else by which men *can* lift themselves, and there is nothing else by which they have lifted themselves.

Of course educational authority, like all other authority in a democracy, "derives its just power from the consent of the governed." But this ought not to

mean government by Gallup Poll or on the basis of lowest denominator. Consent has to be mobilized and organized, and if authority or leadership is playing its part, the outcome is different from either the "mere wishes of authority" or the spontaneous consent of those under it.

It is not true that the school requires universal understanding and consent before it can act in anything. Every educational reform so far achieved has demonstrated the contrary.

What is true:

There is a whole hierarchy of matters which require either the consent or indifference of variously constituted publics.

The educator himself as an educator and as a citizen may affect these matters.

Tomorrow's "public opinion" is today taking content at the educator's knee.

Educators cannot wholly divest themselves of responsibility for their fate, without also selecting a particular fate of impotence and passivity. We cannot pass the buck to that vague "they", the public.

Neither can we formulate functions in total disregard of the society in which we live. The society in which education goes forward must condition, but need not determine the character and content of the educational enterprise. Hence, what on the first view defines the educator's fate, on the second view sets forth his opportunity.

The Nature of Our Society

The only general statement that can accurately be made about the society in which we live is that no general statement can be made about it. The "society" as exemplified in Chicago's loop is not very similar to the "society" of the rural deep South; there is little similarity between the Tenderloin and Long Island Sound. If we are to talk intelligibly about modern society, we must restrict

the universe of discourse to what is most characteristic.

What characterizes the modern, urban, western world is chiefly the swiftness, pervasiveness, and relentlessness of social change. The devices of modern communication, predicated in part upon the kind of "universal literacy" that the schools have been instrumental in producing, have accelerated the pace of change and increased the frequency of juxtaposition of incongruous cultural elements. We have increasing clarity about mastery over means but have increasing confusion and impotence with reference to ends. The atom-bomb crisis is only an illuminating, if dramatic, case in point.

Whatever may be thought or felt about it, this is the kind of world in which most teachers have to teach and most children have to grow up, and it is likely so to remain, if not "world without end," then at least for the proximate future.

Complicating the problems flowing out of the rapidity of social change are the evident inevitable consequences of the fact that not all aspects of the culture change at the same rate. Compresent with twentieth century technology will commonly be nineteenth century political beliefs, eighteenth century economic ones, seventeenth century ethics, and medieval philosophy intertwined with the theology of 2000-3000 B.C. The atom bomb, national sovereignty, free enterprise theory, the ethics of exploit, are simultaneously present for patterns and guides to the production of personal and collective behavior.

Still further complicating is the policy which has in a few centuries produced "one world" in the sense of juxtaposition and "none" in the sense of integration. "The meeting of East and West" is but one example. The juncture, mingling and clash of cultures which are con-

temporaneous, but incompatible in their basic assumptions and fundamental value-incorporations, is a problem for all people and a threat to every social structure.

The general picture organized by these three sets of related circumstances is not a pretty one: that of a "society" changing at an ever-increasing rate, with increasing disjunction of its cultural elements—not so much a "melting pot," perhaps, as a nuclear pile with no one at the controls.

Biases Affect Our Thinking

The recognition of these facts does not "set the task for education." If it did, we should not be faced with the representatives of such varied solutions as "back to fundamentals" or forward to the total totalitarian order of "1984." Proponents of both types of remedy share knowledge of the same body of fact, but come to different conclusions—different, at least, as to means and symbols.

To the facts must be brought a bias or value-system, if a programmatic conclusion of any kind is to be drawn. The question is not whether a value-system must be brought to the making of a program but, more simply, which one.

The first bias which I bring to the data is a bias in favor of the universal and against the merely local or temporary. I favor the subordination of those local and temporary ties and attachments, to those more general, inclusive and abstract values that virtually all men, everywhere and everywhen, may share. It is important to note two things: first, that this reverses the usual order of valuation which makes the unique the acme of value; and second, it is empty of content and leaves open the question of what those particular values may be.

The second bias is in favor of a method which I think (without adequate evi-

dence) is necessary to secure these ends—the method of universal participation in their selection, definition, and re-definition.

The third bias runs in favor of a process that involves man's highest powers (note another bias) in intimate integration with feeling. This must be closely related to the practical problems of action in the world as it is, taken as a point of departure for the world as it might be.

What Education "Ought To Be"

These biases, playing upon these facts, do imply a viewpoint on what education "ought to be."

They imply, *seriatim*, that the end of education ought to be a person who is developed through a process in which a definable bundle of knowledge, skills and attitudes, individual and social, is elaborated and enjoyed. The knowledge is that required to address oneself intelligently to the great problems of the day; the skills are those of analysis, communication, and self and other-identification; the attitudes are of commitment and responsibility in reference to the process and products, to the implications of conclusions. The great problems of the day are social problems, which is to say moral, as against technical ones.

Operational Implication

Obviously "*amo, amas, amat*" and " $(x + y)^2 = x^2 + 2xy + y^2$ " do not occupy the central place, unless they either help people individually and together to make up their mind on central problems, or unless they are indispensable to the carrying on of life while we are so considering. Equally obvious, the most relevant material is the material of history and the social sciences in both of their two phases—as cultural products and as social science. The appreciative and the analytic processes

must be applied to human behavior and its products, and this defines the process and content of education.

Since social facts do not emerge as facts, except from a given value-position, the discovery and elaboration of fact and the definition and refinement of value-position are co-emergents. Who I am is a co-function of who others are; and they are what they are as facts in an order of value-judgments. Moreover, what I may be is a function of what others may yet be, and hence of an order potential rather than existent.

What Teachers Need to Know

More than anything else teachers need to be steeped in the knowledge of man, and liberated thereby from egocentrism, ethnocentrism, and even anthropocentrism. They do not need to be historians, but some adequate sense of the glory and the folly which is the history of us or any other people, is essential. They do not need to be anthropologists, but some really adequate knowledge and felt appreciation of the vast variety of ways in which people do organize their cultures and live out their lives is indispensable as an antidote to the smug assumption that everyone's a little queer but us. They do not need to be sociologists but they should both know about and share in the agony of their crisis-ridden society, and they need to be sharply aware of the personal and social biases that they bring to the analysis of such critical problems. They do not need to be psychologists, but they need a profound acquaintance with more than superficial knowledge about the springs of human behavior and the means by which persons and groups can come to some control of their destiny. They do not need to be psychoanalysts, but they need equal devotion and skill in the practice of the liberative arts—the arts that permit the person to discover

his best potential self. They do not need to be research scientists, but they need to be able to turn every worthwhile question into an act of inquiry and to maintain all the way through the attitude appropriate to scientific procedure—the attitude of fairness, coolness, consideration, care and concern for what is true in preference to what is merely convenient. They do not need to be experts in group dynamics, but they need to have knowledge about group action and skill in helping groups find their ends and move toward them. They need not be saints, but they must eschew any pretense

that they are, and be as tolerant of the faults and foibles of students as the latter might hopefully be encouraged to be of their own.

This may seem like a tall order—a very tall order—and I set out by complaining about our already excessive burdens. But under such circumstances we might have an education that was germane to life—and felt by the student to be relevant to it—and we might have a body of teachers with ideas of “what the world is really like” that were not, necessarily, more naive and out-of-date than those of their students.



FAVORITE BOOKS OF AMERICAN CHILDREN ARE DELIGHTING BOYS AT AN ORPHANAGE IN ROME, ITALY, thanks to the school children and teachers of Danville, Illinois. Under the sponsorship of the ACE branch, \$100 was raised for the CARE-UNESCO Children's Book Fund. Miss Margaret C. Scoggin, young people's specialist, New York City Public Library, made the presentation of books.

Many other branches of ACEI sponsored the CARE book project last year. They sent over \$1800 for this purpose. Contributions in any amount to the Children's Book Fund, CARE, 20 Broad St., New York 5, are used to provide books for the young people of 14 countries in Europe and Asia.



This is Our Battlefield

THE SLOGAN ON THE ENTRANCE GATES OF THE OPEN-AIR SCHOOL IN Pusan, Korea, states: "This is our battlefield, let us learn and work hard; we firmly believe in final victory, let us endure all the sacrifices to win the war in Korea."

In spite of waves of war, school is going on in Korea. Practically all elementary and secondary schools are being conducted in open-air classrooms where the roof is the sky, except for an occasional tent. The Korean people realize that they cannot wait for buildings, books, and supplies to carry on the tremendous task of "educating each person to be a strong unit of a democratic country."

The devastation of war has reaped its harvest in buildings, books, equipment, and manpower. The buildings that have not been destroyed are being used for hospitals, housing of war personnel, and storing of materials. Thirty percent of the teachers are gone!

Young people are eager to be trained but the universities too, are operating under difficulties. In Seoul and many other places public and missionary colleges have pooled their meager resources salvaged from the war, assembled their teachers, and are attempting to carry on a basic program.

Editor's note: This article developed from a visit of Dr. George Paik, Minister of Education in Korea, to ACEI headquarters. Further information and pictures were obtained from Mr. Pyo Wook Han, first secretary, Embassy of the Republic of Korea. Mr. Paik brought news of some of the members in the Seoul ACE.

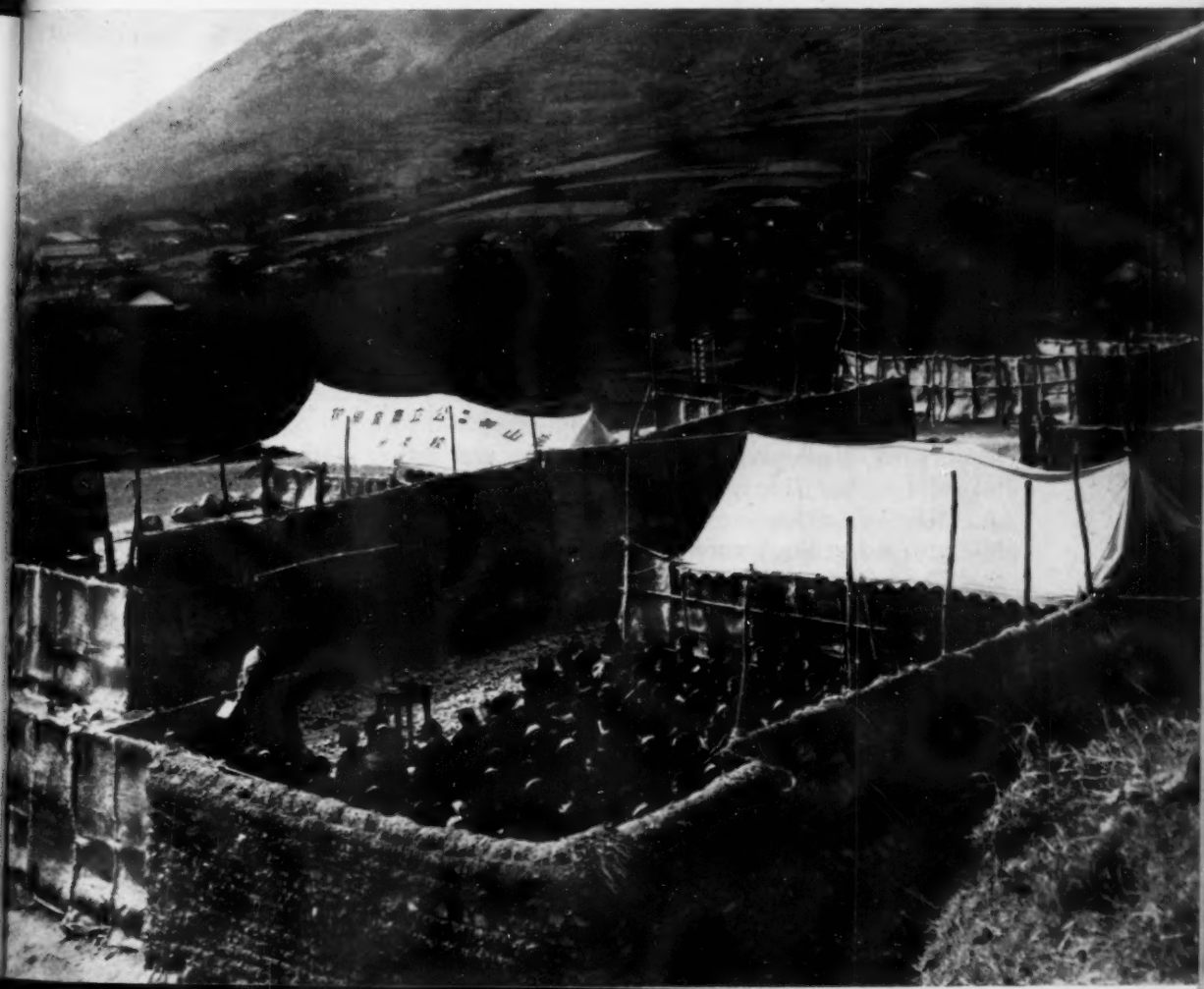
In these open-air classrooms elementary students meet for four hours a day except when it rains. On rainy days there is no school unless the few tents can be shared.

Printing presses and paper for textbooks are the first requests being made of the rest of the world. Educational leaders are planning textbooks that will be close to experiences of Korean children. Books are needed that will contribute to the understanding of such problems as conservation, improvement of the position of women, and development of a world-wide view of democracy. Books must show understanding of Korean ethics and morals and should emphasize the duties and responsibilities of Korean citizens.

Setting up of the printing presses and printing of books will take time. Even after vital materials are obtained transporting them creates another problem. Now blackboards are available in most of the schools so students copy from them or from the few old textbooks that are available. What little paper they have to use is often old and previously used.

Ditto machines and paper would help to tide them over the emergency but as yet none are available. The Korean Ministry of Education has planned to send out "master" sheets to schools who could then prepare copies for their students.

The American Red Cross is making available 50,000 boxes of educational materials which were packed by school children of





America. In them are much needed pencils, scratchpads, crayons, protractors, needles and thread, and various other articles precious to Korean children. Also being distributed by the Red Cross are warm underwear and sweaters to make the open-air schools more bearable in the less temperate days.

The State Department of the United States has promised 2000 radios for school distribution. (There are 21,943 schools with a total of 77,287 classes). The Korean Office of Education is mapping out programs for teaching by radio. This is not new for the nationally owned Korean radio has long had a time of day set aside for children.

Emerging is a new curriculum founded and fostered in crisis. The leaders are displaying insight, initiative, and action as they direct the teachers to use the resources about them. The task of building up scientific education is important although difficult. In the areas of biology and geology subject matter is at hand. But for many sciences such as physics and chemistry there is need for laboratories and equipment.

"Look up above you," the teachers have been told, "The airplanes which have filled the skies for over a year can be a source for scientific study."

"The world is not just two or three great countries but is made



up of many countries. The personnel of the United Nations has much to give us in the way of information of their countries. They can supply information on the geography and peoples which they represent."

Teachers of elementary children in Korea come from such schools as this Pusan Girl's High School. To become a teacher is to achieve one of the highest goals in the Korean philosophy and culture. The scholar and teacher are given supreme honor and respect. It is not the monetary reward of an occupation but the kind of work that one may do that is the reward of the Koreans.

Old people and children are held in high regard. Reverence is paid to experience and knowledge that the old possess, and preparation is made that the young may acquire knowledge.

Schools charge a monthly tuition (amounting to a few cents in American currency) because the Koreans feel that if something is to be worthwhile you must pay for it. There are few who cannot afford to pay since the importance of an education is held so high that money is used for school before other essentials.

Is it not a miracle that a school system can come forth amidst the war? Here is a system based on deep respect for the part that the educated will play in the future. *The future is very important to these people.—C.C.*

One Way to Beat the Teacher Shortage

The current mobilization program is not entirely responsible for the "teacher shortage" but it has aggravated the problem to serious extent.

Superintendent Edwin A. Broome, Montgomery County, Maryland, took the problem and a solution to his staff, board of education, and community, and together they worked out an interesting solution.

This report by Peter Becker, Jr., ACEI business adviser, tells of recruitment of teachers through the offering of a "refresher" course to those community members who were former teachers or former students in teacher education.

PERHAPS YOUR COMMUNITY FACES A critical teacher shortage because of the national defense effort.

Some of your men and women teachers are going into the armed services. Some of your teacher-wives are resigning because of change of residence due to their husband's entrance into military service. Other teachers are gravitating to more lucrative defense jobs.

And the crop of available graduates from education colleges will be small this year. All of which adds up to a pinch both ways.

Are your school administrators bewailing the fates, wringing their hands? Or are they **DOING** something to meet the problem, to find the teachers that are necessary if the children are to get a fair break?

Wanted: Foresight and Action

In Montgomery County, Maryland, the superintendent of schools foresaw what is happening. He decided months ago to do something about it. What he did and how he did it is an interesting story. It may suggest action possible in your community to beat the teacher shortage.

It began last December. That's when

the Chinese Red "volunteers" showed up in Korea. That's when our Government slammed the defense throttle ahead several notches. All of which helped crystallize the thinking of the superintendent of schools of Montgomery County, Maryland.

Mr. Edwin Broome, superintendent, believes that education, the schools, belong to the community and are a part of the community. So when the schools face a serious problem such as a critical shortage of teachers, one should look to the community for a solution.

Could the needed additional teachers be found in the community? Mr. Broome thought so. Early in January he explained the problem to his school board.

He pointed out to the board that during the first semester alone the vacancies by resignation and otherwise actually exceeded the total for both semesters of the previous year. With allowance for new schools in the rapidly growing communities, he estimated his need for the coming year at 200 new teachers.

Refresher Course for Ex-Teachers

The school board went along with Mr. Broome's idea. He was authorized to establish refresher classes for former

teachers or persons with teacher education who were willing to re-enter the teaching profession in the national crisis.

Such a project would not, as Mr. Broome pointed out, be feasible unless the entire staff, principals and teachers understood it, believed in it, and were ready enthusiastically to carry it out. Before the project was submitted to the board of education it had been explored in staff and other conferences, and tentative plans and programs formulated. Following the school board approval things began to hum.

Courses Are Announced

The refresher courses were not launched with a fanfare of trumpets—but someone did a neat publicity job. In January and February the three community weekly papers in the county carried news stories of the project. Announcements were made in the schools and at PTA meetings. Qualified persons were invited to apply in person or by mail at the school administration office at the county seat.

The courses, one for elementary school work, and one for high school teaching, were to run for twelve weeks, from March 12 to May 31.

Applicants were to serve without pay. Each would be required to attend five half-day sessions a week for twelve weeks. No credits were given.

The applications began coming in early in January, following the first announcement and news story. They continued to come in steadily until a total of more than 100 were received. The usual questions were asked and answered on the application form, including education, degrees, and teaching experience.

Then came the personal interviews by experienced staff members. Questions were developed from a guide sheet so that no salient fact would be overlooked.

Provision was made for general and specific comment by the interviewer. From the 100 applicants, seventy were accepted for the refresher courses.

What of the Applicants?

What sort of women applied for admission and completed the refresher courses? Here are a few highlights of the group that may give you the picture:

The median age was 38; four out of five were married; three out of four had children (mostly two) under 18. Three out of four had degrees (10% held Master's), and the others had had two or more years of college work.

More than 90% of the accepted applicants had had teaching experience, averaging more than four years. Most had been out of the teaching field for some time. Others had worked in related fields—psychology, sociology, welfare, and public school supervision. The general cultural level was high.

Watching some of these people in action in a seminar toward the end of the course, one was impressed. They were alert, intelligent, energetic, and purposeful. They were enthusiastic about the experience.

Refresher Program

Basically, the refresher courses were designed to show the participants (1) how the school is organized and functions; (2) the what and why of the curriculum; (3) how a child grows and develops; and (4) the how, why, and when of modern methods and techniques.

The programs were frankly experimental. Mr. Broome and his associates are sold on the laboratory method of learning. In these refresher courses the emphasis was on laboratory classroom experience.

At a preliminary meeting of the county education staff and the applicants the

purpose and scope of the refresher courses were explained. The privileges and obligations were outlined. Questions were answered.

Then for four half-days each week for twelve weeks the women went into classrooms scattered throughout the county. To avoid transportation difficulties they were assigned to schools near their homes, but not to those their own children attended.

Here they observed and taught with the regularly assigned classroom teach-

attended. They were present at staff meetings and joined in the discussions. In some situations they acted as substitutes. In two cases they took over permanent positions before completing the course. They relieved regular classroom teachers, enabling the latter to visit other rooms and schools.

One Principal's Reaction

The principal of one elementary school made these observations:

Most of those taking the refresher



Questions started interesting discussions in weekly seminars.

er. Each of the elementary group remained in one grade throughout the course.

One morning each week was devoted to a seminar led by a supervisor. The first half was spent in interpreting laboratory observations, explaining modern methods and procedures. Questions were asked and answered freely and fully. There was no stiff lecture atmosphere.

The second half of the seminar covered specific areas such as reading, arithmetic, art, music, audio-visual and library materials, the curriculum, child study, science, and others. Bibliographies and reading assignments were used.

Members of the group participated fully in the program of the school each

course had been out of teaching for several years. They did not have the modern education, the youthful enthusiasm of recent graduates. But they did have maturity, a stability, a good sense of human relations, and as parents a first-hand knowledge and understanding of children that was invaluable.

Some were disturbed at the freedom of the children in the classroom. As they gradually discerned the discipline behind this freedom, however, they understood and embraced it. They quickly became adept in planning and evaluation.

In this principal's opinion, twelve weeks in one class was too long. A shift to another class in six weeks would have

been better. She was likewise of the opinion that those taking the refresher course who were mothers of very young children were subject to disruptions that interfered with their work.

To this principal the gradual but fairly rapid assumption of responsibility by those taking the course was gratifying. Some of them became floating teachers, available for immediate assignment in minor emergencies. As a group they fitted in exceptionally well with the permanent staff. They were quickly accepted as regular members of the school family.

Indicative of this principal's final verdict is this significant fact: The two vacancies expected on her staff during the coming year will be filled by people from this group.

Results of the Refresher Courses

Was the experiment as a whole successful? Mr. Broome, his staff members, the principals and teachers interviewed, all agree that it was highly successful.

First, it accomplished the purpose of providing more teachers from a heretofore untapped source. Of the 70 applicants accepted for the course, 61 completed the work. Of the elementary group of 44, probably 40 will begin teaching this month at the salary schedule to which their credentials and experience entitle them. Of the 17 enrolled in the high school refresher course, about 15 will constitute a reserve of substitutes, and some will continue their work toward high school certification.

On a continuing basis these courses could provide at least 40% of Montgomery County's needed replacements. That would insure there being no cutbacks in curriculum or classroom organization due to teacher shortage.

Second, the courses brought the schools closer to the community. As parents and active members of parent-teacher groups, the "refreshed teachers" will be a greater leavening influence in their communities to improve public understanding and



The laboratory learning method at work: Those in the refresher course worked daily in the classroom with the regular teacher.



The children readily accepted the "refresher" teacher along with the regular teacher in the classroom.

raise public opinion of today's education.

Third, the experiment has been an illuminating and inspiring experience for the entire education personnel of Montgomery County. They have had to find intelligent, convincing answers to searching, thoughtful questions from a group who know something of education and much about children.

It was the staff, principals, and teachers who carried the real load of the refresher program. It was they who made the personal sacrifice, put up with the many inconveniences necessary in carrying out a program of this nature. Such a concept of service, such a willingness to help others, is a true index of high professional morale.

Even the few who do not enter teaching have been given a new insight into how present-day education is organized, why the schools function as they do, and the use of modern methods and techniques.

Mr. Broome and many of his staff (and apparently most of the "refreshed teachers") are convinced that a similar short informatory course for parents would do much to interpret the modern education program to the community and

to make easier the securing of many needed improvements in the schools.

What's Ahead?

Where do they go from here? Recognizing that the refresher courses were largely experimental, Mr. Broome and his associates noted many points on which the program could be improved and strengthened. These improvements and others will be made when the new courses start this fall. The education staff of Montgomery County is convinced that these refresher courses will help them beat the teacher shortage.

What is *your* school system doing? Many communities face a similar teacher shortage this year. Perhaps the Montgomery County idea stirs your creative imagination. What they have done may help you in meeting a crisis. Certainly it is worth thoughtful consideration and discussion, careful exploration.

Such a program isn't easy. Worth while things seldom are. But for those who make the effort the rewards are there. And remember the really important point: It's the children who suffer most from a teacher shortage. Give them the break they deserve.

The above article is one of a series on the Impact of Mobilization on Children. The Association for Childhood Education International has presented several such articles in CHILDHOOD EDUCATION. They show what has been done or can be done to overcome the problems arising from the impact of mobilization on children in the schools, the communities, and the homes of our country.

Our Challenge

ACEI's PLAN OF ACTION FOR 1951-1953—OUR CHALLENGE—WAS ADOPTED AT the Seattle Conference in March, 1951. It expresses the needs of children in the states and countries as reported by branches and international members. The activities on which branches, individuals, and the International Association will focus their attention during the biennium were selected, defined, and expressed through the discussion of participants in branch forums, and by formal vote of the delegates.

Because the plan represents the voice and thinking of the membership, the activities of groups and individuals as they translate it into practice will definitely improve opportunities for children. Such an assumption is safe to make because experience through the years has shown members of ACEI to be thinkers, planners, and *doers* with but one purpose in mind—to work for the education and sound growth of children, with all the attendant implications.

Using the Plan of Action as a guide, branches in cities, small towns, and rural areas will include in their activities, programs that will encourage wide participation and that will meet the specific needs of members. They will undertake and carry through projects that will make their communities better places for children. Individual members will contribute in many different ways to the furthering of the Association's work. Members of the Executive Board and staff will strive to follow through on the work outlined under "Suggested Action for the International Association."

THE ASSOCIATION NOW BEGINS ANOTHER TWO YEARS DEDICATED TO SERVICE TO children through branch activities, the work of committees, publications, information service, cooperation with other organizations, and the annual study conference. We invite all readers of CHILDHOOD EDUCATION, members and non-members of the Association, to join with us in our endeavor to help meet the needs of today's children in the six large areas outlined in our 1951-1953 *Plan of Action for Children*.

—Helen Ann Bertermann
President, ACEI

Principal, Central Fairmount and
Theodore Roosevelt Schools
Cincinnati, Ohio

Plan of Action for Children---1951-1953

The years 1951 to 1953 give every sign of being a period requiring great vision and courage. In such an era there must be no haphazard effort, no scattering of power, no waste of ability. Each person, each group, conscious of the times, must decide: This is our strength, this is what we can do. And then, clear in purpose, each person and each group must bring full strength to bear upon these objectives. For us in the Association for Childhood Education International the mission is clear: Children are our concern—their well-being, their good education, their sound growth. We will best serve our country and our world through our belief in children and our action in their behalf.

I. Children need school buildings in which there is space—

—for moving about as they work and play together

—for enough classrooms so that each child may have a full school day

—for materials that invite individual investigation, group cooperation, and creative expression

—for enough classrooms so that each group may be small enough for satisfying experiences

Suggested Action

For Branch and International Members:

- Develop through various means school and community understanding of space and equipment needs of children.
- Work with other organizations to create community demand for adequate school housing for all its children.
- Study local and state tax appropriations and codes for public school building. Work for essential legislation and regulations to improve existing conditions.
- Seek teacher and lay participation in planning and remodeling school buildings that will meet children's needs.

For the International Association:

- Make available information concerning ways that various communities are meeting crucial problems in school housing and equipment.
- Support federal aid to public education.
- Keep branches informed of pertinent legislation on public school housing both in emergency and long-term planning.

II. Children need school experiences that will help them solve their individual and group problems—

- in understanding themselves
- in becoming active members of a learning group
- in using reading, writing, and arithmetic as tools for living
- in making best use of environment
- in reaching out to people and places beyond a limited boundary

Suggested Action

For Branch and International Members:

- Discover in the community people and places that will enrich the experiences of children.
- Alert teachers to problems that concern children as individuals and as members of a group.
- Provide more opportunities for interchange of experiences and ideas among teachers, parents, children, and other community members.

For the International Association:

- Make available sources of current functional research concerning children and their experiences.
- Publish material describing desirable experiences for children.

III. Children need more and better teachers—

- who get joy and satisfaction in working with children
- who are well prepared and who become more professional as they teach
- who understand how children grow and develop
- who through their living earn respect for the teaching profession

Suggested Action

For Branch and International Members:

- Help teachers get joy and satisfaction in working with children.

Work for policies and legislation that will secure improved school conditions for children and teachers.

Help those newly entering the profession to feel at ease and important.

Help teachers find the resources in the community that make for satisfying living.

Encourage well-qualified young people to select teaching as a profession.

For the International Association:

Through Information Service, help teachers with their professional problems.

Continue to help people sense the importance of schools and the urgency of adequate public financial support at local, state, and federal levels.

IV. Children need parents and teachers who work as partners—

—who continually try to understand each other

—who together study the needs of children

—who together strive to provide homes and schools where children may experience wholesome living.

Suggested Action

For Branch and International Members:

Examine the present methods of communication between parents and teachers and strive to improve them.

Broaden the scope of activities in which parents, teachers, and lay persons participate.

Work for legislation that will help to provide wholesome living for children.

Make available to teachers and parents materials that will be helpful in understanding the needs of the child.

For the International Association:

Work for better coordination of agencies concerned with the welfare of children.

Support federal legislation that will contribute to improved communities for children.

Prepare materials on effective ways of communications among parents, teachers, and children.

V. Children need neighborhoods that provide enriching experiences—

—through playgrounds near schools and homes

—through libraries with many books that can be used and enjoyed by children

—through radio, movie, and television programs that contribute to normal child growth and development

Suggested Action

For Branch and International Members:

Study with parents and other responsible community members the needs and facilities of the neighborhood.

Establish play lots, craft centers, and other facilities as needed.

Help to provide good books for children. Sponsor book centers. Prepare and distribute well-selected book lists.

Evaluate current programs on radio, television, and movies. Emphasize to program producers desirable features on their programs and constructively criticize less desirable ones.

For the International Association:

Continue to sponsor the Functional Display of books and materials at Annual Study Conference.

Publish information and pictures about play needs of children.

Publish list of games, stories, and play activities for children.

VI. Children need a world in which people respect one another—

—in which constant effort is being made
to understand and appreciate others

—in which children and adults are learn-

ing to improve personal and group
relationships

—in which rights and privileges of each
individual are upheld

Suggested Action

For Branch and International Members:

Examine existing relationships of teachers with teachers, of children with teachers, of children with children, and strive for better understanding.

Study the laws and examine the customs affecting individuals in the community, and search for ways of improving present practices.

Examine branch activities and strive to increase opportunities for wide participation in both planning and developing the work.

Seek to understand the purposes of the United Nations and support the program of UNESCO. Extend help to teachers and children of other countries through the ACEI Expansion Service Fund.

For the International Association:

Work to meet the needs of children throughout the world and support desirable educational programs.

Provide avenues for the exchange of educational ideas and materials between teachers and children of many countries.

Give practical suggestions and counsel to ACE branches on ways in which people may grow in respect for one another.

Support in appropriate ways the activities of UNESCO.



1952

STUDY

CONFERENCE

PHILADELPHIA, PENNSYLVANIA

APRIL 14-18

Week following Easter

Registration and conference sessions will be held in Convention Hall.

Conference registration and housing forms will appear in the December issue of CHILDHOOD EDUCATION. Delegates will have a wide choice of hotels. There will be no headquarters hotel. Housing will be conducted by the Housing Bureau, Philadelphia Convention and Visitors Bureau of the Chamber of Commerce, 17th & Sansom Streets, Philadelphia, Pa.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 Fifteenth Street, Northwest Washington 5, D. C.

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

- Alvarado Association for Childhood Education, California
- Graceland College Association for Childhood Education, Lamoni, Iowa
- Maryville College Association for Childhood Education, St. Louis, Missouri
- Cortland Association for Childhood Education, New York
- Steubenville Association for Childhood Education, Ohio
- Beaumont Association for Childhood Education, Texas
- Provo Association for Childhood Education, Utah
- Spokane County Association for Childhood Education, Washington

New ACEI Associate Secretary

In September, Frances Hamilton of Ellicott City, Maryland, will join ACEI headquarters staff in Washington, D. C., as one of the



Frances Hamilton

associate secretaries. Miss Hamilton will have responsibility for many of the details of branch work and will participate in other phases of the association's activities. Through her membership in ACE branches in Missouri and Maryland, she has become well acquainted with the association's purpose and program.

Miss Hamilton is a graduate of the Southwest State College, Springfield, Missouri, and holds her master's degree in supervision and curriculum improvement from Teachers College, Columbia University. She has taught in elementary schools in Missouri and Maryland. For the past three years Miss Hamilton

has served as supervisor of elementary education in Howard County, Maryland.

1951-52 ACEI Fellow

Vera R. Coulter, a teacher in the public schools of Oregon City, Oregon, began her work as ACEI Fellow on August 1. In the work at headquarters in Washington, D. C., and in Executive Board sessions, she will represent all ACE branch members and particularly those of the Pacific Coast region.



Miss Coulter is a graduate of Oregon College of Education and the University of Oregon. She has served as president of the Clackamas County, Oregon, ACE and the Oregon ACE.

Each of the six Vera R. Coulter ACEI regions has now been represented by a Fellow. Miss Coulter, the second representative from the Pacific Coast region, begins a new cycle.

The Fellow is selected from those teachers who are nominated by former ACEI Executive Board members of that region. The Fellow for 1952-53 will be chosen from the North Atlantic region.

ACEI Executive Board Meets

The ACEI Executive Board held its annual meeting in Washington, D. C., August 18, 19, and 20. This meeting, usually scheduled for November, was advanced to this earlier date so that plans for the Association year might be formulated before the beginning of the school year. All six Board members were present. The work of committees was reviewed, publication plans for the two years ahead considered, and the program of the 1952 study conference outlined. Finances were studied and a budget adopted. Consideration was given to the work of the branches and to the carrying forward of the 1951-1953 plan of action.

The ACEI Executive Board will meet in Philadelphia on Saturday, April 12, 1952.

Catherine Cate Coblentz

Catherine Cate Coblentz died at her home in Washington, D. C., on May 30, 1951. Many will remember Mrs. Coblentz as the author of historical stories for children. Her most recent story, *The Blue Cat*, was cited by the American Institute of Graphic Arts as one of the fifty-three most distinguished children's books published in the last five years.

It was Mrs. Coblentz, a member of ACEI, who first suggested the need for a consultant on children's literature in the Library of Congress. Representatives of the American Association of University Women and the ACEI visited the Library of Congress and saw for themselves the need for such services. A joint committee was formed for the purpose of stimulating interest in the appointment of a consultant on children's literature to the Library staff. Active interest has continued in the project.

Mrs. Coblentz's deep and sincere interest in the welfare of children dominated her work as an author and her life as a citizen.

Changes

Muriel Crosby, from Adelphi College, Garden City, New York, to supervisory work in the public schools of Wilmington, Delaware.

Ethel Thompson, supervisor of elementary education, Battle Creek, Michigan, to a similar position in Arlington County, Virginia.

Edwina Deans, from School of Education, University of Cincinnati, to supervisory work in the public schools of Arlington County, Virginia.

Retirements

Cornelia Carter, supervisor of the Charlotte, North Carolina, city schools for the last thirty years, retired in May of this year. Miss Carter has worked continuously to see that teachers were given opportunities for growth and development. She has been closely associated with the work of the Charlotte ACE. On her retirement, the members presented her with a life membership in ACEI.

Dora E. Coates retires as a member of the faculty of East Carolina College at Greenville, North Carolina, in September. She has had a major part in the preparation of many teachers.

Since 1936 she has served as adviser to the ACE student branch at East Carolina College, the first student branch in the state. Much

of the success of this branch has been due to the efficient guidance of Miss Coates.

New ACEI Publications

Discipline for Freedom is a reprint service bulletin of articles published in *CHILDHOOD EDUCATION* during the past year. Of particular interest is a round-table discussion on "What Do We Mean by Discipline? What Do We Mean by Freedom?" This is a realistic examination of school and home situations by children and adults.

Articles on "Awards and Punishments," "The Contribution of Research Toward Discipline for Freedom," and other topics will help readers toward a better understanding of discipline for freedom. Order this bulletin of 40 pages from the Association for Childhood Education International, 1200 15th Street, N. W., Washington 5, D. C. 50¢.

Pictures of Children Living and Learning is a book of 131 pages containing reproductions of 114 delightful photographs of children two to seven years of age. They show children as they play and work, alone and with others, indoors and outdoors, in school and at home.

The pictures were secured through ACE members in many places. They were selected and arranged and captions were provided by Elizabeth Neterer. The photographs originally were collected to be sent to education centers in Germany. When displayed in the United States there was a strong demand for their reproduction in a form more widely available.

Pictures of Children Living and Learning is a valuable book to use in discussions with teachers and parents. Children will enjoy it as they do other good picture books. Order from the Association for Childhood Education International, 1200 15th Street, N. W., Washington 5, D. C. \$2.

American Education Week

The week of November 11-17 has been designated as American Education Week for 1951. The theme for this thirty-first observance is "United for Freedom." The daily topics point to the relationship of education and freedom.

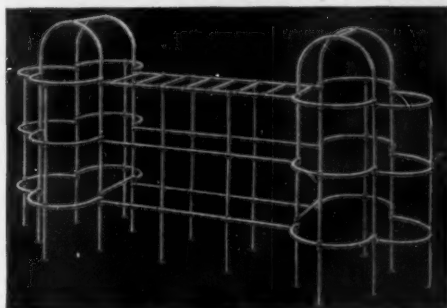
American Education Week is sponsored by the National Education Association, the American Legion, Office of Education, FSA, and the National Congress of Parents and Teachers. For information write to the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

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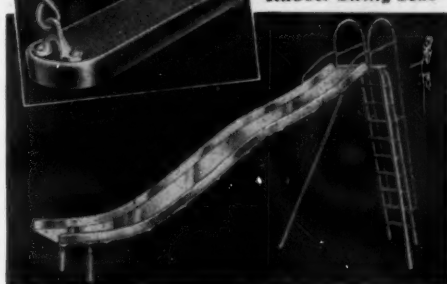
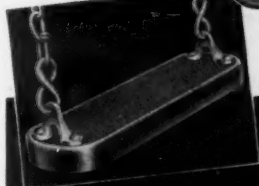
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STEEL BASKET RACKS . . . AMERICAN REPAIR EQUIPMENT . . . AMERICAN HOME PLAY EQUIPMENT

Internationally Specified Internationally Approved

Books for Children . . .

Editor, LELAND B. JACOBS

Courage has always been a theme dear to the hearts of writers, for it is a quality of human experience that vivifies daring deeds and challenges the creation of memorable characters.

Today children need courage to face up to the problems of each day's dawning. Many writers for children comprehend this need. So, instead of exciting the imagination with the spectacular courage of great, adventurous deeds, they are helping children to read significance into their daily activities. This calls for faith in an unromantic but priceless kind of courage that is of the essence of successful living: courage to know one's self; courage to extend sensitive human relations; courage to make life good.

TIM'S PLACE. By Eva Knox Evans. Illustrated by Bruno Frost. New York: G. P. Putnam's Sons, 2 West 45th St., 1950. Pp. 185. \$2.50. Children in the upper grades will find this story of an orphaned Austrian boy's experiences in a foster American home a rewarding experience with literature. In a thought-provoking and deeply moving manner Eva Knox Evans traces the ways in which Stephen works to establish himself with members of the Holstead family and is finally rewarded by deservedly winning the respect of the entire rural New England community which has come to mean home to him.

The writer has created in Stephen a person of great integrity—a person worthy of the reader's admiration. More than this, she has artistically posed the problem of the acceptance of difference and has shown, with warm-hearted authenticity, the triumph of the democratic spirit. *Tim's Place* is a story worth reading aloud. Surely it is a book that will cause older children to ponder its implications for developing good human relationships.

PICKEN'S EXCITING SUMMER. By Norman Davis. Illustrated by Winslade. New York: Oxford University Press, 114 Fifth Ave., 1951. Pp. 46. \$2. Norman Davis endeared this little African boy to young readers in *Picken's Great Adventure*. Now the author has related other adventures in which this young son of a Gambian chief

was involved. He went sea fishing; he helped celebrate the full moon; he killed a ferocious leopard; he saved his pet monkey, Benjie, from a great forest fire.

Although this book lacks the cohesiveness of plot found in *Picken's Great Adventure*, there is again Davis' freshness and forthrightness in story-telling. Again, Picken is an appealingly real little boy. And Benjie, the pet monkey, will continue to be the envy of seven- to nine-year-olds. Winslade's pictures, this time in green and black, are perhaps less distinguished than those done for the previous book; but they are dramatic in their story-telling qualities. Here is a story of naive, unassuming courage that is exciting.

PETE'S PUDDLE. By Joanna Foster. Illustrated by the author. Boston: Houghton Mifflin Co., 2 Park St., 1950. Pp. 21. \$1.25. Young children will find described in this short book an experience that is familiar and appealing to them. Rain, mud, and puddles possess wonderful possibilities for play when one is Pete's age—possibilities that Pete explored fully. The puddle in his backyard becomes a sea for sailing boats, a mirror, a place to build a dam. Puddle mud turns one into a giant who makes huge footprints, a cook who bakes mud pies, a milkman with chocolate milk to bottle. Yes, puddles suggest, in rapid succession, many fine kinds of play activities, says Joanna Foster knowingly.

Rain-, mud-, and puddle-sounding words are so tunelessly employed that the young child is pleased with the climactic last page of "puddle song" words. The accompanying pictures, done in bright, primary colors, nicely catch and enhance the spirit of the text. Nursery school and kindergarten teachers will be glad they have this pleasant rainy day book.

FOLLOW THE WIND. By Alvin Tresselt. Illustrated by Roger Duvoisin. New York: Lothrop, Lee and Shepard Co., 419 Fourth Ave., 1950. Pp. 24. \$2. What can follow the wind that whoofs and puffs and laughs and sings its way all over the world? Not the kite, nor the cloud, not the windmill, nor the dandelion seeds, nor the airplane for all of these tried to keep up with the wind and ended up depending upon the wind instead.

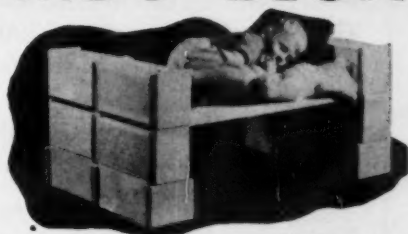
This happy combination of author and artist began their unique nature books with *White Snow Bright Snow*, which received the Calde-

(Continued on page 41)

THIS YEAR—*Don't Get Along Without*

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Understanding what we face

WHAT KIND

OF WORLD DO CHILDREN FACE? And what must they understand about it? They face a world in change. And they must be helped to understand that "freedom," once synonymous with "independence," is now tied to something we call interdependence.

More than a new prefix has been added. The principal problem we as a nation face is how to maintain and extend "the blessings of liberty" in a world growing increasingly interdependent. Children must be helped to understand the changed and changing conditions of the world if the ideals and traditions learned from our proud history are to be useful in the world they face.

Above all, they must be helped to understand that interdependence does not lessen our essential freedom, but it does increase our responsibility for helping others to secure as large a measure of it, ultimately, as we have . . . if we are to continue enjoying that freedom.

Barrows, Parker, and Sorensen, authors of *MAN IN HIS WORLD, the essential geography series for grades four through junior high school*, believe the function of geography at these grade levels to be primarily helping children to understand the world they face . . . a world in which the security and happiness of any one community or nation depend in large measure on the understanding and action of others . . . an interdependent world.

You will be interested in having further information about these wise and helpful books.

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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

LOVE IS NOT ENOUGH. By Bruno Bettelheim. Glencoe, Illinois: The Free Press, 1950. Pp. 386. \$4.50. This book makes available what is probably the only extended description of an unusual residential form of diagnosis and therapy. The University of Chicago Sonia Shankman Orthogenic School is the best known of the few institutions providing resident treatment for a small group of children of normal or better than normal intelligence who are suffering from severe emotional disturbances beyond the reach of ordinary therapeutic techniques. Bettelheim, the principal of the School, undertakes a description of the point of view, organization, and daily life of this institution in a style that reflects an all too rare combination in the psychological writer—the ability to be *interestingly* informative and a devotion to the subject under discussion.

The exposition is organized largely around crucial and pregnant anecdotes which, by themselves, constitute a sufficient justification for recommending the book to all who deal directly with children. These anecdotes, reported by "participant observers," are presented in a matrix that clearly portrays a program characterized by maximum permissiveness, an unusually well-trained staff in intimate contact with the children, and (less clearly) a non-orthodox psychoanalytic orientation. One cannot fail to be impressed with the scope of the program and the professional enthusiasm with which it is apparently executed.

As is the case with any definitive writer in a field where theoretical and operational consensus is emerging only slowly, many will wish to quarrel with Mr. Bettelheim at several points. Perhaps there are necessary omissions in the treatment that make this criticism unjustified. It is to be hoped that such is the case in the apparent lack of recognition to the fact that most of the children will return to their family units after treatment—a situation for which there seems to be no deliberate preparation in the therapeutic pro-

(Continued on page 42)

Books for Children

(Continued from page 38)

cott Award. Then came *Hi, Mr. Robin*, *Johnny Maple-Leaf*, and *Sun Up*, each in the same spirit of interpreting for children of picture-book age the magnificence of natural phenomena.

That the wind is a good friend of young children as it plays with them season by season is well presented. Tresselt and Duvoisin go further. They create in prose, verse, and picture the free spirit of the wind as a dynamic force in the world. Duvoisin's pictures are so virile and motionful that the reader knows "the wind is passing by."

SING-ALONG SARY. By Margaret and John Travers Moore. Illustrated by John Moment. New York: Harcourt, Brace and Co., 383 Madison Ave., 1951. Pp. 150. \$2. Sary Liz dreamed that she could exhibit her pumpkins at the fair and thus earn enough money to buy her brother Zeke a much-coveted fiddle. The coming of a flash flood that carried her "pie fruit" down stream dimmed her hopes. However, by dint of hard work and the help of Uncle Ed, Sary Liz was able to surprise Zeke with his fiddle. Moreover, Sary Liz herself got a wonderful surprise—a real organ that played beautiful music.

In this idyl of life in the backwoods of Western Pennsylvania in the 1850's, these writers have related with moving simplicity the deep concerns of members of one family for each other. The reader quickly will sense the spirit with which these children work to meet each day's challenge with intelligence and integrity. This is a book where children of eight to twelve will catch a delightful glimpse of their American heritage—to love, to share, to sing one's way into new experiences.

HENRY HUGGINS. By Beverly Cleary. Illustrated by Louis Darling. New York: William Morrow and Co., Inc., 425 Fourth Ave., 1950. Pp. 155. \$2. The knack of writing really hilarious stories for children is a rare art. One must be possessed of a sensitive funny-bone to produce them. Beverly Cleary certainly has such a funny-bone or *Henry Huggins* would not be in existence. And how eight- to ten-year-olds will love and understand Henry. In the first place, what Henry

does will intrigue the children, for he gets a dog, raises guppies, takes part in the Christmas operetta, and enters Ribsy in a dog show. In the second place, how Henry solves problems and faces issues will delight the children, for his behavior is true to what this age youngster knows and feels. In the third place, they will be charmed with the direct, uncluttered style of the story telling, rising as it does to a rousing climax. And, in the fourth place, they will prize Henry, for he and they are really one.

Every page of *Henry Huggins* abounds in wholesome good fun. And pervading the whole is the feeling, quickly assumed by the reader, that life is problematical but good in Klickitat Street.

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Books for Teachers

(Continued from page 40)

gram. If the latter point is *not* an omission, then it would be interesting to hear the rationale behind it. In any case, the validity of the whole program is still (and admittedly) hypothetical. As such it must remain until the necessary funds are secured for follow-up studies, which have not been possible thus far. —Reviewed by Arthur P. Coladarci, assistant professor of educational psychology, Indiana University, Bloomington, Indiana.

HOW IT FEELS TO BE A TEACHER. By Mary V. Holman. New York: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. 207. \$3.25. Past, present, and future teachers will all enjoy the fluoroscopic analysis furnished by the collected case histories and interpretive comment in this slender red volume. The penetrating rays of searching personal introspection have been directed toward many significant aspects of many different teachers' professional development, responsibilities in service, and inevitable obsolescence, and always the author's

diagnosis and prognosis is indicated.

Not only teachers themselves, but their directors and their public as well, will gain if they will examine thoughtfully the intimate pictures this very readable study provides. Readers from outside the profession will gain in insight and sympathetic understanding of "how it feels to be a teacher" and those of us within the field can be strengthened and inspired if we dare to see ourselves in the many and varied pictures selected from the author's rich experiences in childhood, college, travel, teaching, and guidance situations. All readers will be bound to sense anew the need for serious soul-searching if America's assignment to democracy is to be carried through with credit!

May we hope for more from the pen of Mary Holman in a not-too-distant future.—Reviewed by Charlotte C. Brown, faculty of social studies, Wheelock College, Boston, Mass.

YOUR BEST FRIENDS ARE YOUR CHILDREN.

By Agnes E. Benedict and Adele Franklin. New York: Appleton-Century-Crofts, Inc., 35 W. 32nd St., 1951. Pp. 310.

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and asks nothing but love in return. A friend is one who gives us freedom to be ourselves. . . A friend is one who makes no effort to bind or limit us. The only really unselfish person is a friend."

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There is a wealth of concrete help of this sort given in this book, and each page is embellished with simple illustrations of very usual things that parents think and say about their children, things that children think and say about parents, and things they do to and with each other. Often these things are not friendly thoughts, words or deeds, but the book will help parents and others to erase many tensions and write in their stead the comfortable, stable conditions of true friendship with children.—W.E.B.

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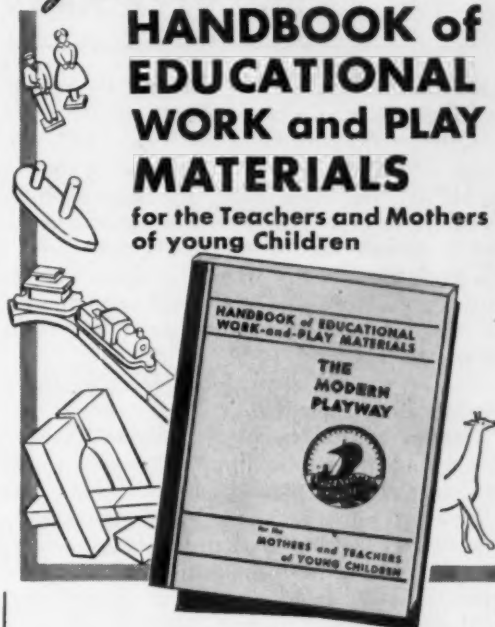
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Bulletins and Pamphlets

Editor, MAY I. YOUNG

LET'S JOIN THE HUMAN RACE. By Stringfellow Barr. Chicago, Ill.: University of Chicago Press, 5750 Ellis Ave., 1950. Pp. 30. 25¢. If the title of this pamphlet sounds a bit on the light side, the admonishing "Dollars can't buy peace—you have to work for it. Here is the job, a plan for everyone . . . all over the world," which is found on the cover, gives some idea of the serious viewpoint of the writer toward our place in world affairs today.

Facing the problem of our foreign affairs realistically, Stringfellow Barr states that "America must stop playing Santa Claus!" The problem of rebuilding a common world economy cannot be accomplished by any one nation: it must be done by all the people concerned. And Mr. Barr proceeds to make us see just who these people are and what the conditions are in which they are now living.

It is impossible to read this pamphlet passively. One finds oneself reaching back into the bookshelf and bringing out Wilkie's *One World* for rereading and reappreciating. Or tuning in on the nightly radio report on "the UN today." Or hunting up material on the Tennessee Valley Authority (which has apparently done more to advance our prestige in other countries than has our development of the atom bomb!) Or turning once more to Glen Leet's report in the March 1951 *Survey* on how the peasants in the town of Demestica in Greece worked out their common problem.

Or calling up the chairman of one's local ACE professional committee to suggest that this pamphlet would make excellent study material. It is worthwhile reading for every thoughtful person—all over the world. Reviewed by A. ADELE RUDOLPH, special assistant, Philadelphia Public Schools, Pennsylvania.

HELPING CHILDREN GROW. By Elizabeth Neterer. Washington, D. C.: Association for Childhood Education International, 1200 15th St., N. W., 1951. Pp. 82. \$1.25. Planned for use in conjunction with kits of educational materials sent to Education Service Centers in Germany, this pamphlet may well be con-

sidered a source book of information by all teachers of two- to seven-year-olds. It reviews tersely many of the basic ideas having to do with the understanding of how children grow, and follows with very specific suggestions as to experiences, activities, and materials which the teacher may provide to help this growth take place.

A single rapid reading of *Helping Children Grow* will be rewarding; however, classroom teachers who are building curriculum with and for their children will want this pamphlet close at hand for repeated and constant reference.

This reviewer would like to see some such help offered for teachers of eight- to twelve-year-olds, to follow through the ideas of child development found in this pamphlet.—M.I.Y.

BOOKS FOR TIRED EYES. *A List of Books in Large Print.* Compiled by Charlotte Matson and Lola Larson. Chicago, Ill.: American Library Association, 50 E. Huron St., 1951. Pp. 77. \$1. The majority of books listed in this bulletin are for adults. However, a fair-sized portion is given over to juvenile books. This list is divided in two ways: (1) on age levels, and (2) on topics such as nature, science, biography, poetry. Teachers who have individual children in their classes who need large type may find offered here some of the same books that the rest of the class can read in ordinary print. A very helpful bulletin for those who are responsible for ordering books for schools.—M.I.Y.

IS YOUR CHILD EXCEPTIONAL . . . DIFFERENT. *A cooperative venture of the Illinois Congress of Parents and Teachers and The Division of Education for Exceptional Children of Illinois.* Written by teachers and other workers in the field. Compiled by Genevieve Drennen. Circular Series H, No. 12. Springfield, Ill.: Division of Education for Exceptional Children, 401 Centennial Building. Pp. 85. Price not given. Although intended for parents, this pamphlet should also be of value to the teacher who meets the exceptional child in her classroom.

The first section presents a general picture of the exceptional child, emphasizing the fact that he is a child with the same basic goals and ideals common to all children. Suggestions are offered for the guidance of parents in the following areas: education, growth and development, play and recreation.

The second section considers specific handi-

caps such as social maladjustment, mental retardation, speech disorders, loss of hearing, visual defects, and other physical disabilities.

A brief description of each of these is followed by suggestions for education and rehabilitation.

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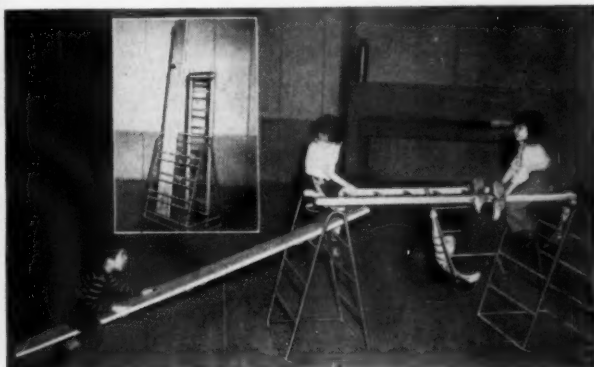
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Films Seen and Liked . . .

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HUMAN BEGINNINGS. *Produced by Association Films, Inc., 35 W. 45th St., N. Y., 1950. Color, \$185; rent \$7.50. Sound, 22 min. For high school classes in family living, for teachers in training and in service, for parents.* The purpose of this film is to foster wholesome attitudes toward sex and thus to promote the emotional security of the child. It may be used as a basis for classroom discussion with five or six year olds, but it will also help teachers of young children discover how easily and naturally children's questions about reproduction can be handled. Other teachers will get insight into the knowledges and attitudes which might be expected of young children if they were properly taught. Parents will better understand how they in the home and teachers in the school may handle children's questions. The film is especially strong in the naturalness of the acting and in the quality of both photography and sound.—*Great Plains ACEI Film Review Center.*

THE JAPANESE FAMILY. *Produced by International Film Foundation, Inc., 1600 Broadway, N. Y., 1950. Black and white, \$125; rent \$6. Sound. 23 min. For primary, intermediate, and junior high.* This is the story of the Kawai family, silk-weavers of Kyoto. It is built around the activities of the two children, six and eight years of age, as they go about their daily routines. We see the family at work on the looms, preparation of meals, school, homework, playing with friends, visiting a park, watching a puppet show and the observance of New Years by the entire family. Authentic Japanese music performed on native instruments accompanies the film. With emphasis on likenesses rather than differences, the film is excellent in helping children to build concepts of the possibility of a world society.—*Great Plains ACEI Film Review Center.*

THE BEAVER. *Produced by Encyclopedia Britannica Films, Inc., 1150 Wilmette, Ill., Consultant William H. Carr, 1951. Color, \$100. Sound. 10 min. For all ages.* This film combines the life story of the beaver with

(Continued on page 48)



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Films Seen and Liked

(Continued from page 46)

conservation of soil, water, and plants. The forest ranger makes use of the beaver in preventing floods. It shows the beaver's natural habitat, how he works and the resulting pasture land. The use of his teeth for cutting down trees is interesting to children. There is an excellent guide with the film. It would be particularly interesting to camp groups.

Since the narration is rather adult it is suggested that the film might be shown to young children by omitting the use of the sound track.—*North Atlantic ACEI Film Review Center.*

ESKIMOS (Winter in Western Alaska). Produced by *Encyclopedia Britannica Films, Inc.*, 1150 Wilmette Ave., Wilmette, Ill., 1950. Color, \$100. Sound. 10 min. For intermediate and junior high schools. A comprehensive picture of the winter life of the Eskimos is beautifully photographed.

There is a sympathetic portrayal of the people and their life as an adaptation to the environment. The human relationships are well developed through a glimpse of the family eating and sleeping arrangements, school, daily occupation of adults, and the community recreation. The picture includes the more typical scenes of log cabins, fur clothing, sleds and dog teams, and fishing through the ice.—*Great Lakes ACEI Film Review Center.*

BICYCLE SAFETY. Produced by *Young America*, 18 E. 41st St., N. Y., 1950. Black and white, \$45. Sound. 11 min. For intermediate and junior high. Good practices in checking and riding bicycles are shown first: keeping to right, riding single file when in groups, approaching intersections with caution, carrying packages in handle-bar basket below eye-level, using standard hand signals, and parking. Later the film gives the "don'ts" of bicycle safety.

This is an excellent film for its appeal to bicyclists as the motorists of tomorrow.—*Great Lakes ACEI Film Review Center.*

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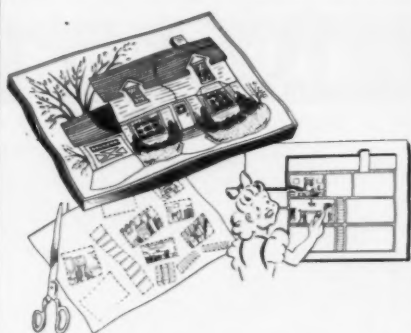
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